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ABSTRACT

The National Indian Education Association operated a research and demonstration project to provide library and information services to three American Indian reservations over a period of four years. Attempts were made to determine what kinds of information services the people themselves wanted, and then a program was developed to meet these needs. The three demonstration sites were Rough Rock on the Navajo Reservation in Arizona, Standing Rock Sioux Reservation in North Dakota, and Akwesasne Mohawk Reservation in New York. (For individual reports on these sites consult ED 066 191-195). Activities included developing library administrative organizations, facilities, staffs, librarianship training, and outreach programs. Equipment, print materials, and audiovisual materials were purchased. An evaluation concentrated on problems in the areas of personnel, administration, facilities, funding, politics, and programs. However, because of the general success of the project, extension of the project to other localities, with some procedural changes, was recommended. (Author/LS)

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EVALUATION REPORT

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PROJECT NO. 1-0622H
GRANT NO. OEG-0-71-4564

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IDENTIFICATION OF INFORMATION NEEDS OF THE AMERICAN INDIAN COMMUNITY THAT CAN BE MET BY LIBRARY SERVICES

June, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
Office of Libraries and Learning Resources

IR 003 786

NATIONAL INDIAN EDUCATION ASSOCIATION

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June 26, 1975

Mr. Charles Townley, Director
NIEA Library Project
3036 University Avenue S.E.
Minneapolis, Minnesota 55414

Dear Mr. Townley:

We have completed the final evaluation of the NIEA Library Project and hereby transmit our report of findings to you.

We have tried to make our analysis as comprehensive as possible because we recognize the importance of providing insight and guidance to other American Indian communities contemplating similar projects. The scope of our final evaluation does not reflect the level of our concern but, rather, was dictated by the short amount of time available to visit the sites, collect the data, evaluate and summarize our findings.

The final evaluation was written primarily by Ms. Metoyer and myself, but we did rely heavily on the written and verbal input of Lotsee Smith. We utilized the CIPP evaluation model in our analysis, but have decided to present our findings in narrative form in order to increase communication.

We have enjoyed working with you and the entire staff of the NIEA Library Project. We hope that our combined efforts will be beneficial to American Indian people.

For the Evaluation Team,

Anthony L. Genia

Cheryl Metoyer

Lotsee Smith

ALG:mr

SUMMARY:

The National Indian Education Association has operated a research and demonstration project to provide library and informational services to three American Indian reservations over the past four years. The project is unique in that it is one of the first comprehensive attempts to determine what kinds of informational services American Indian people themselves want, then, develop a program to provide these expressed needs.

This final evaluation concludes that this approach is indeed workable and desirable. The objectives outlined in the NIEA funding proposals have been substantially achieved. There are unforeseen difficulties however, that arise in any project no matter how carefully planned. This evaluation highlights some of these difficulties and suggests approaches for dealing with them. Hopefully, this information will be helpful to American Indian communities planning similar services.

Although the nature of this evaluative report tends to be critical, as it appropriately should, there is real value in its contribution to the body of knowledge about delivery of services to American Indian communities. We recommend that the successful components of this project receive further study and be replicated throughout the country.

INTRODUCTION:

There are essentially three types of American Indian communities: reservation, rural, and urban. In all three types of communities, library services (including public and school libraries), have been virtually non-existent. The National Indian Education Association (NIEA), as an organization concerned with improving the quality of education for American Indian people, has sought to demonstrate methods designed to alleviate this problem.

NIEA was concerned that federal expenditures for library programs and services appear to have minimal impact on the unmet needs of American Indians. In an attempt to remedy this situation, NIEA sought to establish a research and demonstration project which would accomplish two aims: (1) identify the informational needs of American Indian people; and (2) establish library and information service demonstration centers whose materials and services would reflect those needs while allowing for an evaluation of materials, services, and delivery systems utilized in the project. (A comprehensive exposition of the implications of informational needs and services in American Indian communities is documented in the National Commission on Library and Informational Science, Report and Recommendations Relating to the Improvement of Opportunities for American Indians.)

NIEA subsequently prepared and submitted a proposal for a four-year project to the U.S. Office of Education, Bureau of Library and Learning Resources. The proposal was approved and provided for the project to be implemented in four, one-year phases. (Refer to Timeline in Appendix A.)

At the end of each phase of project operation, evaluations were conducted and reported in annual reports. This final evaluation is a summary statement of the fourth phase through the third quarter and a synthesis of the previous project accomplishments and problems.

The CIPP (Context, Input, Process, Product), evaluation model was adopted for this evaluation. For our purposes, context consists of the initial needs assessments and the joint ALA-NIEA Goals for Indian Library and Information Service (Appendix F). These documents describe the goals of American Indian library service, the existing, 1972, conditions of service, and the informational needs of American Indian people. Input data is derived from the needs assessments and operational plans in the form of strategies and designs developed to make the best use of project capabilities over the four-year period. Process evaluation consists of input from the individual site evaluations, quarterly and annual reports, statistical

data and input from the final evaluation team. Process evaluation represents a summary of the four phases of activity of the project. Product evaluation consists of the findings of the final evaluation team with respect to project context, input, and process. Product evaluation interprets the success and shortcomings of each objective and the operation of the NIEA Library Project as a whole.

While planning and conducting this final evaluation, several general constraints and limitations were recognized:

(1) the lack of secure funding over the duration of the project required that compromises be made between planning for a four-year project and planning each phase as being potentially the last,

(2) the lack of stable funding limits the generalization of processes employed---operational components would have been different if the project had been one four-year project rather than four one-year mini-projects,

(3) a policy decision in the final phase to continue operation of the sites for an additional year inhibits the direct input by the general public in the final evaluation,

(4) the processes and products reported here have selective applicability in other libraries serving American Indian

people because non-reservation rural and urban areas were not represented in the project,

(5) the processes and products cannot be generalized to diverse organizational patterns, and

(6) the processes and products of the NIEA Library Project cannot be generalized to vastly different funding patterns.

More specific constraints and limitations are discussed in the evaluation of each objective.

STAGES OF DEVELOPMENT:

The NIEA Library Project was planned in four phases: (1) identification of informational needs through intensive research in selected American Indian communities and the development of proposed delivery systems intended to meet those needs, (2) implementation of proposed demonstration programs, (3) operation of the demonstration sites, and (4) evaluation of demonstration center effectiveness.

1. Phase I

The first phase of the NIEA Library Project, conducted between July 1, 1971 and June 30, 1972 was concerned with developing research designs and gathering data about the infor-

mational needs of American Indian people. The three major operational objectives were: (1) the identification of the proposed research and demonstration sites, (2) identification of informational needs at the target sites which could be met by library-information service centers, and (3) the development of plans for demonstration centers using materials and delivery mechanisms defined as being applicable and compatible with American Indian communities.

The NIEA Executive Committee and Project Director, acting as the Library Project Policy Board, chose the demonstration sites using the following criteria: the service areas should contain public or federal schools having fifty percent or more American Indian students in grades K-12; target site educators and tribal governments should express a willingness to participate in research and demonstration activities of this nature; the community should have a history of commitment to education and community development planning; and the school and community government should declare their intent to continue demonstration projects which prove successful. The three demonstration sites thus selected were: the Rough Rock community on the Navajo Reservation in Arizona, the Standing Rock Sioux Reservation in North Dakota, and the Akwesasne Mohawk Reservation in New York.

2. Description of Sites

The Rough Rock community is a small district of about 900 square miles located on the Navajo reservation. The Rough Rock Demonstration School is the educational and governmental center for the community. There are no hard-surfaced roads and personal transportation is quite limited. Only a few telephones service the community and there is no individual postal service.

Few of the population of 1,200 are non-Indians. Almost all of the residents speak their native language and less than one-half speak English. The culture may be described as essentially oral and therefore, audio-visual materials are needed.

Authority is centered in the Rough Rock chapter of the Navajo Tribal Council. The Demonstration School, with approximately 300 students and 104 staff, is a primary force in the community. There is no industry near Rough Rock. Most of the residents raise sheep and subsist on small gardens.

The Standing Rock Reservation covers a large area spread over parts of North and South Dakota. Several small communities comprise the reservation, the largest of which is Ft. Yates---the center of tribal government. The highway

system is modest with limited personal transportation available. There is scattered telephone service throughout the reservation, but individual postal service is not available. Slightly more than one-half of the residents on the Standing Rock Reservation are non-Indians. The majority of the Sioux residents read English to some extent. The culture may be described as essentially oral and, therefore, a need exists for audio-visual materials.

The Akwesasne Mohawk Reservation is located in the northeast corner of the state of New York. It includes an area of approximately 14,600 acres, half of which is in the United States and the other half in Canada. The reservation is located in a resort and industrial area along the St. Regis and Raquette Rivers, both of which flow into the St. Lawrence Seaway.

Akwesasne's economy is largely dependent on area industrial plants. Iron-work and high-steel construction are skilled crafts engaged in by many Mohawk men. Many of these iron workers maintain two residences, one on the reservation and one in large cities such as Rochester, Syracuse, and Buffalo. Other forms of employment in schools and commercial establishments are minimal. Some marginal farming takes place on the reservation.

Roads and utilities are available to all parts of the

reservation. English is spoken by almost all of the community. About fifty percent of Mohawks have some understanding of their native language and there is a growing resurgence in its use.

3. Phase I (Continued)

Following selection of the sites, the NIEA Library Project contracted with the Bureau of Field Studies and Surveys at The University of Minnesota for identification of information needs in the selected communities. The research design to be employed was developed by the Bureau of Field Studies utilizing American Indian graduate students to define broad categories of concerns of American Indian people. Questionnaires were then formulated to reflect these concerns, field consultants were engaged, community meetings were held to explain the survey process, personnel were hired, and the instrument was administered by indigenous field-workers.

The data collected in Phase I was compiled, edited and analyzed by the Bureau of Field Studies and Surveys to arrive at a priority of expressed preference for information needs in the selected communities. A comprehensive assessment of existing community services and resources was also conducted in an attempt to determine the effectiveness of traditional and innovative forms of service. These findings were used by

the Bureau, the NIEA Library Project Committee, and professional media specialists and librarians to postulate three delivery mechanisms to be field tested. (The data and methodology employed in the needs assessment is published in booklet form and is available from ERIC ED 066-9912993. Summaries of the needs assessment and inventory of existing facilities are included with this report as Appendices B and C.)

The findings during the initial planning phase of the project provided the basis for developing proposed delivery systems to be field tested in Phase II. The models developed, however, were to serve as general guides only and their implementation was subject to changing site conditions and adequacy of funding.

4. Phase II: Implementation

Phase II, the implementation phase of the project was conducted between July 1, 1972 and June 30, 1973. To facilitate implementation, detailed operational plans were developed jointly by the NIEA Library Project central office staff and representatives of the target communities.

Specific objectives of the implementation phase were: (1)

establish an organizational-administrative structure to facilitate communication and cooperation among all project components, (2) recruit and train staff to implement the project at local and central office locations, (3) begin to acquire and develop physical facilities and equipment, (4) develop special specifications for and acquire basic collections of commercially available materials, (5) seek out and develop resources needed to build special collection materials, and (6), evaluate and acquire audio-visual and other technological information aids.

Effective communications among the various project components has been (and continues to be), an elusive goal. A part of this difficulty stems from the remoteness of the central office from the target sites and the various states of development of local communication media. The major inhibiting factor to effective communication, however, is the work-load and time constraints placed on local advisory board members by their involvement in other community activities. Several different strategies, such as compensation for meeting attendance, restructuring of the boards, and professional management training, have been attempted to enhance board participation, but the fact remains that lack of full effective communication has plagued the NIEA Library Project from its inception.

The Rough Rock Library Project was moved into an existing library facility at the Rough Rock Demonstration School. Existing collections and video equipment were substantially upgraded with NIEA funds. The relative inexperience of the Library Advisory Board created some confusion over recruitment and selection of staff. A non-Indian professional from outside of the community was employed by the local community to operate the library. A media workshop conducted for the Rough Rock Demonstration School resulted in a belief that the use of non-print media in the Rough Rock community would be more successful than the use of print materials because of the nature of Navajo culture.

Implementation activities at Standing Rock began at the ground level. It was decided by the local community and NIEA to develop a major facility at Fort Yates (the headquarters of the Standing Rock Sioux tribal government). It was also decided to extend the impact of the Demonstration Project through establishment of branch facilities in the communities of Bullhead, Little Eagle, and Cannonball. In Phase II at Standing Rock, the facilities were considered to be temporary pending completion of construction of new school buildings.

Staff recruitment and selection at Standing Rock was conducted by the local advisory board in consultation with the

NIEA staff. Training for the staff members was conducted at Veterans Memorial Public Library in Bismarck and an elementary school. The remaining staff members received in-service training by other site staff and the NIEA professional staff. High employee turnover neutralized much of the benefits of training and it was considered necessary to change the Library Advisory Board composition at the end of this phase.

The Demonstration Project at Akwesasne was also located in an existing facility -- a combination library-culture, tribal government building. The existing library board at Akwesasne was quite active at the time of NIEA involvement. They had started a collection, determined program objectives, selected personnel, arranged for initial training, and initiated other activities all indicative of an active board. NIEA funds were used to purchase equipment and materials, expand facilities, and initiate innovative programs. Outreach activities were to be provided through use of a donated bookmobile and remote self-service deposit boxes.

College level courses in librarianship were initiated during Phase II at the library complex. Staff have availed themselves of these courses and actively seek opportunities for additional training.

5. Phase III

The essence of Phase III of the NIEA Library Project is to insure that informational needs identified in Phase I, and the service delivery mechanisms organized in Phase II are appropriate to achieve the original project goal of providing library information services in a format that is useful to American Indian reservation communities. In this respect, Phase III is a critical test of the structuring of the Demonstration Project thus far.

The general objectives of Phase III are essentially the same for each of the three sites: (1) to continue implementation activities, (2) develop outreach strategies to enhance community use and library sensitivity to community needs, (3) establish materials production centers capable of responding to needs for special collections, (4) provide technical, management, and financial support to local sites, and (6) to encourage an increasing degree of autonomy in local program management. Phase III was conducted from July 1, 1973 to June 30, 1974.

At Rough Rock, collections were organized, new staff hired, and selective improvements made. Color-coding, dormitory recreational collections, expanded audio-visual use, and scheduling of library visits into school activities have increased the functional use of the facility. Late in this phase, a bookmobile was stocked with print and non-print materials to service remote communities. A branch facility was

initiated at Kitsillie School, a nearby mountain community. The library project launched a film night program to encourage adult use. Video and audio programming held a high priority in the Rough Rock program. Over 80 hours of video programming (including entertainment, education subjects, tribal council meetings, and some aspects of Navajo culture), was produced.

The Rough Rock School Board assumed greater initiative and control over the operation of library facilities. The staff continued its in-service training and attended three formal training sessions.

The Standing Rock Tribal Library at Fort Yates was moved to the Skills Center at the end of this phase and was designated the official library for Standing Rock Community College. While facilities at the Skills Center are small, it was anticipated that the library would move (into facilities expressly designed as a library) in the adjacent Community Center, upon completion of construction.

A new facility was opened at Bullhead. Located in the school basement, it was adapted for library use with only minor alterations. At Little Eagle, the school auditorium stage was converted to a library. The Cannonball collection was housed in the basement of the old school adjacent to the new school under construction.

Relatively high staff turnover was experienced at Standing Rock during this phase. Rapid expansion of programs and services also contributed to a shortage of funds for communications and utilities. A site coordinator was brought in early in the fiscal year to improve in-service training. A videotape-media consultant and a librarian from Bismarck continued to help expand staff skills.

Community outreach services were expanded through publication of a bi-weekly newsletter, a weekly 10-minute radio program, and initiation of periodic TV broadcasts. The video-tape program at Little Eagle continued to be one of the more successful programs. Cannonball's summer film festival was found to be an attractive feature of their facility.

The collection at Fort Yates doubled during this phase and rapid growth was also experienced at Cannonball, Little Eagle, and Bullhead through the contribution of funds from JOM (Johnson-O'Malley), ESEA-Title 2, and various other supplementary grants. An operational handbook developed during Phase II was used by NIEA to facilitate ordering of materials directly from the sites. Inter-library loan privileges were established at both the North and South Dakota State libraries.

Local autonomy was implemented at Standing Rock to a limited degree. The Standing Rock Community College Board oversees board policy matters, but the local organizations have not developed clear job descriptions or operational procedures.

Akwesasne has been the one site able to maintain a stable work force. The board and staff continue to gain more experience and confidence in the operation of their program. The Library Director and Board initated efforts to obtain external supplemental funding for the library and have been successful in this effort.

The collection has been substantially improved through selective "weeding". The Canadian Bank has provided a bookmobile and resources to operate it, some staff support, and funding for the McNaughton Plan service. Mater Dei College has provided a substantial reserve reading and reference collection for the college students using the facility -- 80 college students attend classes in the center. Reference service was rapidly being upgraded as the number and difficulty of inquiries increased.

Outreach strategies initiated include the operation of the Bookmobile on the Canadian side (and the U.S. side in summer), four self-service deposit boxes, adult education

classes, Right to Read, and development of the adjoining museum. A newsletter and a radio program have also stimulated community acceptance.

The staff and board were active in self-improvement activities through training programs, college classes, workshops and conferences. During this phase, both the board and the staff have shown considerable improvement in their skills and abilities.

Despite these impressive project accomplishments, some difficulties of varying seriousness were experienced at all sites during the implementation and operation stages. The Rough Rock Demonstration School experienced severe financial difficulties and there was some doubt as to whether the school would survive. Many adult Navajos were still reluctant to use elementary school library facilities and high staff turnover contributed to fluctuating service levels. Standing Rock began to feel the impact of limited facilities. Personality conflicts, and ambiguity of function and roles caused high staff turnover. Absenteeism and tardiness contributed to low service levels, book theft, and vandalism some facilities. Akwesasne has an outstanding staff and facility, but has become embroiled in a controversy between the "progressive" and "traditionalist" elements in their community. Because of their close proximity to the "progres-

sive" form of government (they share the same building), many "traditionalists" are reluctant to use the library service and militated for NIEA's withdrawal of funds.

6. Phase IV

The fourth and final year of the NIEA Library Project was initially to have been primarily concerned with a comprehensive assessment and evaluation of the impact of the project in meeting the expressed informational needs of the selected American Indian communities. Because of the difficulties experienced during Phases II and III, and the inability to separately fund operations on a local level, it was decided to continue program operational support for an additional year in order to allow time for the sites to work out their local problems. Other objectives of Phase IV were to compile the data collected through three years of experience into a form that would be useful for developing a national program for American Indian library services and to develop several state plans. Specifically, the objectives of Phase IV of the NIEA Library Project were identified in the proposal for funding as: (1) conduct a comprehensive evaluation to assess the effectiveness of the Project, (2) develop a national program for American Indian Library services to serve both reservations and non-reservation communities, (3) disseminate information regarding

Project experiences throughout the various phases, (4) initiate appropriate plans to help the local sites obtain long-term funding to continue their operations beyond NIEA involvement, (5) provide continued technical and program management assistance to the sites, (6) complete transfer of programmatic aspects to local control, and (7), extend the services of the NIEA professional staff to development of state plans for the provisions of library and informational services to American Indian communities. This report is based on data accumulated as of the third quarter of Phase IV, in operation from July 1, 1974 to March 30, 1975.

The evaluation team was selected and an evaluation format was developed by the team, a professional evaluation consultant, and the NIEA professional staff. Each site completed a short self-evaluation to determine those operational plan components and budget adjustments that would be required to complete their operations for Phase IV. Several surveys were also conducted to collect necessary data for the final evaluation instrument. The evaluation team conducted on-site evaluations during May of 1975.

The NIEA Library Project contributed significantly to the development of a report on American Indian libraries by the National Commission on Libraries and Information Science. This report has been adopted by the NIEA Library Project as its

National Program for American Indian Libraries.

A series of eleven Library Service Guides detailing various aspects of American Indian Library operation were developed and published by the NIEA central office. A filmstrip was created and regular news releases are disseminated from the NIEA central office to all major groups and individuals concerned with American Indian Library services.

The NIEA central office has written and assisted with developing various proposals for continued funding of the operation centers and training needs. Several of these proposals have received tentative approval.

The Rough Rock site has been engaged in improving its materials, increasing videotape materials for the classroom and community and increasing staff capabilities. The financial problem at the school has been reconciled and the library is operating in a more stabilized environment. This has enabled the staff to concentrate more fully on seeking ways to enhance community usage.

The Fort Yates Library on the Standing Rock Reservation is continuing to upgrade its collection. The NIEA central office staff has worked with community representatives to establish

job descriptions, responsibility areas, and decision-making models. This has helped to alleviate the personnel problem somewhat.

The new facility at Cannonball is an integral part of the new school. Filmstrips and audio tapes are being made available for use by pupils at their own pace. Evening hours at Cannonball, Bullhead and Little Eagle are increasing community usage. The Standing Rock Tribal Council has indicated a willingness to provide additional videotape equipment at Fort Yates and has made a commitment to continue funding at several of the demonstration sites.

Akwesasne continues to develop and expand its programs with outside assistance. A new brochure describing library resources and the implementation of culture classes at the complex are stimulating interest in the library. Talking books have been added to the collection to service individuals with vision handicaps. The Akwesasne Library - Culture Center received the 1974 Asa Wynkoop Award, from the New York Library Association, for providing outstanding library service in a small community.

PROBLEMS:

The following discussion concerns some of the positive and negative aspects of the NIEA Library Project. It is included here to provide a basis for understanding what types of issues arise in the administration of a Project of this scope and nature. Hopefully, an understanding of the implications will help future program planners to avoid some of these same pitfalls.

The discussion of problems is organized in six major categories: (1) personnel, (2) administration, (3) physical facilities, (4) funding, (5) politics, and (6) programs.

1. Personnel

ROUGH ROCK SITE

Personnel problems on the Rough Rock site are related to the very nature of Navajo life itself. To an outsider, Navajo's appear to be shy, reticent, and go out of their way to avoid strangers. A large percentage of Navajo speak their native language and only about one-half are conversant in English. As a result, it is difficult for someone from outside of the community (a professional librarian for example), to be aggressive and, yet, still fit into the community. The

present librarian is himself a Navajo but, not from the Rough Rock community. He has stated that he feels it necessary to maintain a low-profile in order not to appear too "pushy" and, in time he feels, he will earn the respect and acceptance of the Navajo people. At the same time, many Navajo people feel that he is competent to translate their community feelings to outsiders because of his academic certification. This does create problems for the librarian because he is caught between two opposing forces. On one hand he must not be too aggressive, and on the other, he is being asked to innovate and provide community outreach services. This has contributed to a feeling of impotence and may be a factor of employee turnover.

It was also stated by the librarian at Rough Rock that the people were not conscious of time limitations and, therefore, were reluctant to check out books that must be returned within certain specified time periods. This may be a reason why detailed records of collection and other usage were not maintained adequately at the Rough Rock library.

On the positive side, the librarian expressed a keen concern for Navajo culture and the potential benefit of library-informational services as a vehicle for preserving and advancing Navajo culture. The library is operated in a warm and friendly atmosphere and it was apparent to the evaluation

team that the children felt comfortable and welcome to use the facilities.

STANDING ROCK SITE

A lack of clear-cut descriptions of job functions and responsibilities was a major cause of personnel difficulties on the Standing Rock reservation. This led to personnel conflict and confusion which resulted in high staff turnover. Tardiness and absenteeism, in turn, contributed to unpredictable service and vandalism in some areas. The NIEA central administration requested several times, that the local sites prepare job descriptions and organizational charts. For some reason, this was not accomplished and eventually, they were prepared by the central office. This approach has not solved the problem because the efforts by the central office have been somewhat resisted as being too paternalistic. An additional point worth mentioning here is that the central office prepared documents as attempts to deal with the symptoms of the problem rather than with the basic causes.

Training for the Standing Rock site personnel was initially attempted but, since there was high turnover, many of the benefits of the original training were dissipated. At Standing Rock, there is a vital need for continuous "core" training of all kinds. It appears as though several of the librarians and aides do not have a clear picture of what it is that librar-

ians are supposed to do. On the opposite side, think in terms of stereotyped librarians not the community-focused roles intended.

The evaluation team is aware of serious conflicts between certain individuals responsible for administering the Standing Rock library services. It is not our role to assume a position in this conflict. Instead, we recommend that the Standing Rock Tribal Council take immediate steps to resolve this conflict before it results in further deterioration of community services.

In spite of the personality problems of a few staff members, most of the librarians have a positive attitude towards library-information services and the value of this service in assisting their communities. At the sites visited, it was readily apparent that the students were comfortable and felt welcome at the libraries. The fact that staff members feel they need, and seek out opportunities, for further training is another positive aspect of personnel at the Standing Rock site.

AKWESASNE SITE

A need for additional personnel to assist with reference activity and programming is the major problem at Akwesasne.

Other than this small aspect, our comments about the Akwesasne library staff are mostly positive. They seem to be outgoing and are community service oriented. They strive to continuously improve their expertise through courses and workshops. The personnel appear to complement each other and their continuity has helped to develop a high degree of competence and confidence among the staff and the Library Board.

2. Administration

ROUGH ROCK SITE

The lack of a functional library board at Rough Rock has inhibited communication between the NIEA professional staff and the facility. Isolation and poor travel conditions further complicates the communication issue. Reports were delayed or not sent to the central office, the collection policy suggested by the central office was not utilized. Effective services are not provided to the middle school or high school.

There was little congruence between the needs assessed in Phase 1 and the actual library usage figures. It appears that the adult sample was biased by the interviewer but, this error was not rectified by either the consultant or the central office. There was a low response rate and a disproportionate number of females and under-30 age group members represented in the sample.

Clear lines of authority of the librarian within the school structure were not delineated. The librarian's salary comes from the principal's budget, yet, the principal had no line authority for the librarian's actions. This created some ambiguity and animosity among various staff and confused the role of the librarian in the school structure and the community.

On the positive side, the new school Director appears to be competent and recognizes the importance of maintaining library services for the school. This is especially critical because of the spectre of reduced funding concurrent with the termination of NIEA funding.

STANDING ROCK SITE

The lack of specification of the chain of command was the basis for administrative problems at Standing Rock as well as the source of personnel problems. There was minimal coordination between the activities of the various sites. The Little Eagle facility, for example, was reluctant to share it's videotape equipment or it's VTR operator.

An interesting question concerns the issue of whether the NIEA Library Project site is to function primarily as a school library as opposed to a community library. The Ft. Yates facility is located in the Community College building

and primarily serves the college students. This is evidenced by multiple copies of various texts. Some of the books are marked "Standing Rock Community College" and it was reported that other library clients are reluctant to use these texts.

The advisory board has undergone several revisions and re-compositions since the Project was begun. The present advisory board is the Standing Rock Community College Board. The spokesman for this board, (to whom librarians turn for policy interpretation), conducted the Phase III evaluation for NIEA Library Project. The evaluation team questions whether the Phase II evaluation could have reflected appropriate objectivity on the part of the observer. (A similar question was raised about the Phase II Rough Rock evaluation.)

On the positive side, the tribal governing body and school systems appear to be highly supportive of the library facilities at Cannonball, Little Eagle and Ft. Yates. The principal at Bullhead, however, does not recognize his responsibility for library operation and is reluctant to "interfere" with an "outside" project.

AKWESASNE SITE

The Akwesasne Library-Culture Center Board feels that there is too much central office control over operations on

their site. They would like to have much more local autonomy with respect to budgets and acquisitions procedures.

The Phase I needs assessment also appears to be based on a biased sample because population lists used to select the samples did not contain representatives of the Canadian side of the reservation. While it is possible that the needs reflected may have been the same in either case, the omission of this segment of the service area does bias the reliability of results and is a source of continuing controversy.

The advisory board and staff at Akwesasne have evolved into a unit of effective planning capacity. They are progressive and want to do things on their own. They are competent, confident and committed to the philosophy of community service to all who wish to avail themselves of the facility.

3. Physical

ROUGH ROCK

The Rough Rock facility is adequate in size but, it's location in the elementary school may inhibit full community use. To many Navajo people, the schools are still symbolic of an "alien" culture and there is some reluctance to use the facilities. The collection is adequate but, requires weeding to reduce the amount of out-of-date and little-used materials.

American Indian materials are physically separated to emphasize their importance, but access to them is restricted by a door that appears to be locked much of the time. Also, some books are kept in the office to prevent theft. This is quite an effective means of avoiding book loss, but inhibits their use by all clients of the facility.

The evaluation team was impressed with the quantity and quality of audio-visual equipment at Rough Rock. We were negatively impressed, however, with the large amount of technical equipment in various states of disrepair. There also seems to be an insufficient supply of spare parts (such as projector light bulbs), for a facility that is supposed to emphasize audio-visual service.

The bookmobile is only in use about six months out of the year because of the impassable condition of roads during winter and spring and prohibitions against showing some aspects of Navajo culture during certain periods. On the day that we inspected the bookmobile, it was dirty and the collection was wholly inadequate (a small collection of irrelevant materials). There was also no preventative maintenence schedule for the vehicle and it may very well turn out to be a liability rather than an asset as time goes on.

On the positive side, the atmosphere of the elementary school facility was open and conducive to good library use.

It was physically attractive and the collection was arranged conveniently for use by elementary students.

STANDING ROCK SITE

The physical facilities at Standing Rock varied widely with the community in which they were located. In looking at the facilities collectively, the evaluators wondered at the wisdom of implementing facilities too rapidly. Perhaps it would have been better to hold the implementation phase until more adequate facilities were available. This would have stimulated increased community acceptance and usage.

The Ft. Yates facility was originally located in the retirement center occupying 324 square feet of space. It is now adjacent to the Community College in a room that is still too small for efficient use. In fact, books and equipment are left unpacked in an adjacent storage room. The Bullhead school-community library facility has been condemned. It is located in a basement, subject to flooding, with no windows or telephone. The librarian was several times threatened with physical harm while trying to operate the facility at night. The Little Eagle facility is attractive but, woefully small. Individual children use the facility infrequently and for short periods of time. Cannonball was originally located in the basement of an old school. It is now integrated

into a very attractive new elementary school where it is central to classroom activity.

A new facility was designed and built for the Ft. Yates library in the Community Center building. Construction is now complete but, the facility is still unoccupied because of sub-standard construction and a dispute with the contractor.

Overall, the Cannonball facility is well located and will continue because it is an integral part of the school. It is anticipated that the Ft. Yates library will eventually be housed in the new facility and it should become a more valuable resource to the community.

AKWESASNE SITE

The location of the Library-Cultural Center at Akwesasne in the same building which houses the tribal government offices and services has inhibited use by some elements of the community. (More will be said about this under the political comments section.) The major problem here is the fact that the audio-visual component envisioned in the program plan has not materialized due to staff reluctance and federal funding restrictions in Phases III and IV. The deposit boxes which were to be forms of community outreach service, were found to be in a state of disrepair and not readily accessible. The

deposit box in the Legion Hall, for example, was located in an adjacent storage room behind a stack of boxes. Regular service to the self-service boxes should be re-instituted as they seem to be a good form of outreach and public relations for the library.

The physical surroundings of the library facility at Akwesasne are most pleasant. The facility is the only one not located in a school building. It is attractive and well used by all age groups. The collections, as the result of selective weeding, are superb. The bookmobile is clean, well stocked, and well maintained. It is used to service both sides of the reservation.

4. Funding

ROUGH ROCK SITE

The lack of timely and permanent funding has hindered (and will continue to hinder), progress at all three target areas. It is imperative that stable funding for American Indian library-informational services be made available in order that they are allowed to develop in a programmed, efficient manner.

The Rough Rock Demonstration School encountered serious funding difficulties as a result. Since the library facility

is operated by sub-contract with the school, NIEA funds were involved and jeopardized by the fact that there was a very real possibility that the school would be closed. In addition, as the NIEA Library Project became more involved in financial support to the library, school funds were correspondingly reduced. During this project, NIEA Library Project funds exceeded schools funds in support of the library by a ratio of about 5 to 1. This fact, has caused the evaluation team to seriously question the level of commitment to the community library concept expressed by the school system. It was also found necessary for the NIEA Library Project to compensate Library Board members at a high per diem rate just to attend the meetings.

It is doubtful whether the project will continue as envisioned beyond NIEA involvement because of low school commitment and a reduction in their available funds for operation next year.

STANDING ROCK SITE

Again, the evaluators have been faced with the question of whether the schools would have libraries if not for NIEA Library Project participation. This question is fundamental to the community library-information center concept that was sought to be demonstrated by this project. At Standing Rock,

it is doubtful whether Bullhead or Little Eagle would have been able to divert school resources for the establishment of libraries. Cannonball was assisted by JOM funds and Ft. Yates has a new building program which encompasses school library facilities in the plan.

The evaluators were informed that the library facility at Ft. Yates was to be charged rent by the tribal governing body at the rate of $3.50 per square foot per annum. This seemed to us to be quite high, especially in view of the fact that office space in downtown Minneapolis (first floor, brick construction, air conditioned, etc.) is going for $3.60 per square foot. We also question whether this rate is to be applied to the storage area where unpacked books and equipment are presently kept.

At Cannonball, some funds will be lost from the school budget next year. The result is that the building will be forced to close during the evenings. This will eliminate much of the community focus of the existing facility.

The Standing Rock Tribal Council has stated its recognition of the importance of maintaining library-information service in the communities and has approved a proposal to continue funding under general revenue sharing funds.

AKWESASNE SITE:

Akwesasne funding appears to be more secure than at the other sites. The professional staff at Akwesasne has been actively engaged in writing proposals for continued operation and training. An Act is presently pending before the State Legislature in New York to extend permanent funding to the Akwesasne Library-Cultural Center. In addition, the library staff and board has aggressively sought supplemental funding from area industries, foundations, schools, and regional governing units. The prospects for continued and expanded operations at Akwesasne appear to be promising.

5. Political

ROUGH ROCK SITE

A discussion of certain aspects of Navajo culture presented at the beginning of the personnel section of the report is also relevant here. The evaluators have presumed to define Navajo culture for purposes of explanation of various phenomenon and behavior observed on the Navajo site, but we also recognize our inadequacy to translate this perception in Navajo terms. Only a member of that culture can attempt to do so.

One attitude that we perceived is a reluctance of traditional type people to participate in projects which appear to be short-term in scope. It was stated several times by school

administrators that there has been too much effort towards innovation, and not enough towards refinement and development of existing programs. Perhaps, this is why many traditional people seem reluctant to participate in short-term, experimental community development programs.

There has been an improvement in the attitudes towards the community library-information service concept over the life of the project. The emphasis on audio-visual techniques has contributed to this improvement. The NIEA Library Project has had actually very little direct contact with the Navajo tribal government, a critical element for long-term program success.

STANDING ROCK SITE

The Standing Rock political structure seems to be pretty much centered around the tribal government. They operate extensive reservation services under sponsorship of various federal programs and private grants. The leadership is aggressive, articulate, and effective.

There are influential families and informal leadership group structures in many American Indian communities. Often, members of these blocs wind up holding the status and influence jobs in the community. There is a tendency to perpetuate

and expand membership-group participation in these positions and projects. When members of opposing groups are employed in the same project, there is a built-in propensity for interpersonal conflict. This conflict manifests itself through lack of communication, dysfunctional political maneuvering, and sometimes open confrontation. This activity causes dissention and confusion and work to inhibit or negate program accomplishments. The evaluation team considers this to be a part of the problem at Standing Rock and recommends immediate intervention and resolution by the tribal governing body.

AKWESASNE SITE

Nowhere has a thorough understanding of the community prior to involvement been more critical than at Akwesasne. The reservation was experiencing a heightened awareness of their culture prior to NIEA involvement. Groups were beginning to align themselves according to the degree of their belief in living by the traditional Mohawk life style. Some wanted to modify and adapt beneficial aspects of non-Indian society to their culture. These were termed "progressives". Others believed in living in the traditional way, close to the Earth and preserving the culture in a more pure form. These were termed "traditionalists". There is a whole spectrum of individuals with varying degrees of affinity to both life styles in between these extremities.

As it was related to the evaluation team by members of the traditionalist group, they felt that the progressives were "selling out" their people and reservation through incorporating a tribal government structure under New York statutes. The traditionalists prefer the historical "longhouse" form of government and do not recognize the sovereignty of the state or federal government over their homeland because, they feel, there are no valid treaties wherein they have relinquished their sovereign rights. The progressives, on the other hand, feel that the traditionalists were trying to retreat backwards into a way of life no longer viable in the face of industrialized society. Nevertheless, the two groups were forced to work together, it was related, through the Mohawk Rights Organization because neither group had more political influence than the other.

Then, the NIEA Library Project and several other projects including Right to Read, Tribal Housing police, and Operation Main Stream were introduced on the reservation. External funds were allocated to the progressives who multiplied it's effectiveness and attracted further external programs to the reservation. These external sources could not contract, (it was stated), with the traditional "longhouse" government because they were not a legal corporate body. Thus the progressives grew in influence and the Mohawk Rights Organization was no longer needed. It collapsed, and the traditionalists continue to blame the progressives and the NIEA for their

reduced influence in reservation affairs.

During Phase I, as the needs assessment was being prepared, traditional Mohawks felt that they were being left out of the determination process. They had supporters on the Canadian side, they stated, and needed a few weeks to mobilize their support. Instead, the NIEA needs assessment was conducted immediately with the reduced sample and the traditionalists had one more reason to question NIEA's stated policy of non-interference in local politics. The traditionalists feel that the NIEA funding of the progressive faction's library proposal is one more step in a concerted effort to assimilate them into non-Indian society.

The NIEA Library Project evaluation team spent some time investigating this allegation and feel that it would have been more desirable for NIEA and the needs assessment contractor to take the additional time to provide for traditional input at the onset of the Project. We cannot fault the progressives for wanting to increase development along their preferred life pathway and we refuse to make any judgements concerning the rightness or wrongness of either party. The cold, hard, fact is, however, that a condition exists on the Akwesasne reservation where one faction feels left out of the decision process and refuses to cooperate with the library project. We have not made an attempt to assess relative strengths

within the short scope of this evaluation, but feel that the situation bears further investigation and attempts to reconcile these two groups, if possible, should be made.

The critical thing to remember about the development of events on the Akwesasne reservation is for future program planners to make every effort to assess the potential impact of their projects on the existing social structure and to assure that all groups and individuals are considered in the determination process.

6. Programs

ROUGH ROCK SITE:

The program at Rough Rock is supposed to emphasize audio-visual materials. While equipment of professional quality was purchased for this site, use is greatly restricted by the lack of maintenence and lack of personnel time. The tapes that were being used were constantly re-erased and re-recorded. It is not a negative feature but an aspect of Navajo culture to be dealt with, that visual presentation of many of the tapes could not be made "between the first frost and first thunder".

The collection at Rough Rock at first appeared substantial, but a closer inspection revealed many out-of-date and seldom

used titles. The separation of the American Indian collection into a separate room seemed to be a good idea except that the door leading to it is apparently kept locked. The fact that a large number of new titles and interesting books were kept in the librarian's office was disturbing. No clear reason was given for this practice, except that there was a possibility that they would be stolen if placed on the shelves. They are not serving a very useful purpose gathering dust on the shelves.

There was no attempt to educate children in the school on how to make the best use of the library. The evaluation team was unable to visit the Kitsillie branch or to meet with any library advisory board members.

The placement of recreational books in the dormitories was a positive feature of the Rough Rock informational service program. A Reading is Fundamental (RIF) Program also helped to heighten the resident's awareness of library services. The library did attempt to reach the community through scheduling of movies on weekends. Many of these films were obtained as the result of an effective inter-library loan program. Puppet shows, video tapes, and story hours were also initiated. This facility, we feel, best fulfills the concept of the library as a resource center rather than a mere collection of books.

STANDING ROCK SITE:

The collections at the Ft. Yates Standing Rock Tribal Library, Bullhead, Little Eagle, and Cannonball are adequate for their service areas. At Ft. Yates, however, the library seems to be more an adjunct to the Community College rather than a community library. There are multiple copies of many books and some are labeled with the name of the Community College. Reference materials in some locations are shelved too high and are not accessable to small children.

There is an excellent videotape system at the Little Eagle facility and training was provided by NIEA funds. The administration at Little Eagle, however, is reluctant to share the VTR equipment with other sites. The operator is a teacher-aide so has little time available to serve as a resource to other sites. The library facility at Little Eagle is also too small to serve both school and community. There is barely room for a small group of people to use the library simultaneously and children have to be scheduled in groups of five or six. This means that they are only permitted to visit the library and make their selection for a short period each week. There are three doors in this small facility and some young men were observed using the library as a short-cut between outside and the school gymnasium.

Bullhead has a relatively small collection but it seems to be well used. Our primary criticism of the Bullhead facility concerns its location (in a condemned portion of the basement), and a lack of cooperation between the academic program and the library program.

It is the consensus opinion of the evaluation team that the operation of library-information services on the Standing Rock reservation has been made less effective than it might have been because of the decision to move simultaneously towards opening branch facilities. We feel that resources have been spread too thin by this strategy. Had resources been focused on a single entity, the community-based library concept would have been more viable and the demonstration may not have experienced the staff problems presently existent.

Standing Rock is to be commended for developing a workable collections policy. The radio program is very effective for bringing news of the community to reservation residents and the newsletter is an asset to the community. The tribal archives concept has helped to communicate tribal actions to many members of the community. The libraries, generally, have established good relationships with regional libraries. Cannonball has an excellent program to teach library use skills to children.

AKWESASNE SITE:

The non-print materials at Akwesasne are somewhat inadequate for a community facility. This may, however, be a reflection of program priorities in the face of limited funding. Development of local materials could be improved.

The evaluation team feels that the remote self-service deposit box collections are a good method of insuring that community outreach services are provided. We did not find adequate use made of this resource. The deposits we located were poorly stocked and were in obvious dis-repair.

The collection of materials at Akwesasne was up-to-date, relevant, scholarly and contained popular periodicals. The hours of use were convenient. Resources were supportive of school activities. An effective inter-library loan program was established. The library also provides a valuable community service through sponsoring adult education classes and other community focused activities. An interesting point to note is that the library staff encouraged non-Indian residents on and near the reservation to use the facilities.

These, then, are our perceptions of some of the problems experienced by the demonstration library-information service centers. It is not our intent to be hyper-critical of these aspects of the project. Our criticism of program aspects is

meant to be an objective assessment and should be interpreted as constructive. Also, we wish to point out to those reading this report and contemplating similar projects, that problems do arise in spite of the most detailed operational plans. We hope this discussion will help to avoid some of these pitfalls.

CONCLUSION:

The sites were selected according to the pre-established criteria stated in the proposal. The diversity of the sites (e.g. degree of acculturation, size, location, employment patterns, governance styles, etc.), contribute to the generalization of the demonstration project. While no non-reservation and metropolitan areas were selected as demonstration sites, the sites actually chosen may indicate the degree of acceptance and responsiveness that can be expected from implementing community service projects in similar settings.

For the most part, the approach to assessment of informational needs was valid and logical. There is some difficulty with the methods used to select the samples for the survey and one can question whether American Indian graduate students in Minnesota can effectively categorize informational needs of American Indians in other areas. Overall, however, much has been learned from the approach and it lends itself to ready

modification in other areas.

The Design for Library Services on each reservation were of some use in formulating the operational plans for implementation of library services. They provided an overall framework for measuring program plans and progress but, some recommendations were not practical in terms of the available resources and time constraints. Perhaps, greater input into the design from trained librarians would have provided a more accurate standard to measure against.

The implementation phase was based on operational plans developed during Phase I. There was a great hurry to get the sites started as soon as possible and this pre-occupation may have contributed to some of the problems later experienced. Specifically, implementation could have been delayed until an adequate job of "selling" the community library concept had been completed and more community support solicited. Job descriptions and responsibilities should have been an early part of the process in order to provide order and direction to the work force. Train-plans should have encompassed Advisory Board training as well as staff training.

The NIEA central office staff was helpful in obtaining equipment and negotiating for facilities but, their participation was interpreted as interference by some of the local sites.

This created some resistance to NIEA "paternalism" and may account for some reluctance on the part of the local sites to maintain accurate records and make timely reports.

The training efforts initially conceived should have been adequate to get the project well started. However, the effects of the early training programs were dissipated on most sites due to high staff turnover. Working in the library is considered a "prestige job" in some communities and this perception contributes to social pressure on the librarian. Again, this problem can be reduced through substantial on-site community discussions prior to implementation.

The collections are adequate for the areas and the clientele to be served. Most sites have, or are developing acquisition practices and have been impressed with the necessity to constantly upgrade and update their materials. Special collections are being expanded but care must be exercised not to offend the host culture in building these collections.

Community outreach strategies have been moderately successful. The sites located in schools have become more of appendages to the schools rather than the community facilities envisioned. In some areas, the schools (especially elementary levels), are still considered "alien" institutions and violation of their sanctity is resisted by older adults who had unpleasant exper-

iences with schools as children. The site located in the culture center-museum has greater community usage but, it cannot be definitely stated that this effect is due to the library's location. The reservation communities are sufficiently diverse not to warrant such comparisons. The newsletters and radio programs have been highly effective in stimulating interest in the library programs.

The establishment of on-site production centers has proceeded haltingly. The video production set at Rough Rock and Little Eagle are adequate for the function, but difficulty with maintenence, operators, and materials are limiting factors in their effective use. Production of written material, generally, has been marginal.

Recruitment and training of staff has been hampered by high turnover rates. The general model is to train community people in the traditional functions of librarianship, but special community-focused libraries require an added dimension. There is a need to develop training programs based on community service techniques. Recruitment has too often been based on political considerations rather than competence and motivation. This creates a high degree of rigidity of attitudes that can lead to personal confrontations.

The NIEA central office has been somewhat lax in encour-

aging local autonomy in the operation of the local sites. The central office is partly responsible for the dependence of the sites because of insufficient levels and unstable technical assistance provided to them. The central office could have shown more initiative in providing the type of training that would build confidence in staff at local levels. In phase IV, local autonomy has been increasing but, this may be too little, too late for some sites.

The NIEA Library Project has adopted a national plan for American Indian library service and has participated in developing several state plans.

The evaluation team's assessment of the overall NIEA Library Project concludes that the broad program objectives outlined in the project funding proposals have been substantially met.

RECOMMENDATIONS:

Our evaluation has revealed to us that a great deal more needs to be known about measuring the effects of projects of this nature. There is no doubt but that the NIEA Library Project has had a profound and long-lasting impact on the demonstration communities. This evaluation, of short duration, did not really begin to tell us what the implications of this impact really are. Therefore, our primary recommendation concerns the

need for longitudinal studies of these same project sites. Only after prolonged, in-depth analysis, can we conclude with any certainty that the NIEA Library Project, and other community service projects for that matter, have had net beneficial effects on American Indian communities.

We recommend that community service projects of this nature make intensive efforts to fully comprehend the social, economic, political, and cultural milieu of the community before beginning implementation. Sampled opinions should be un-biased, providing all members in the population with an equal opportunity to be selected in the sample.

It is recommended that indigenous site residents be included in attempts to categorize or otherwise define issues that are of concern to them. The input of other American Indians outside of the affected community is not sufficient to assure that local needs will be effectively translated into survey instruments and models reflecting the values of the community.

When it is determined that maximum community input has been accomodated, implementation should proceed in a smooth and orderly manner. Advisory Board members should clearly understand their functions and responsibilities and staff members should be thoroughly trained in traditional and non-traditional modes. Job descriptions and standard operating

procedures should be developed with the cooperation of site personnel prior to implementation or as soon as feasible.

Objectives and goals should contain self-evaluation elements (such as: the video production unit at Rough Rock shall produce 60 hours of community activity programming narrated in the native language during the next 6-month period). This would give the local communities concrete objectives to work towards and provide them with a clear standard with which to measure their performance. Needless to say, those responsible should have major input in determining these self-motivating goals.

Regional or on-site meetings should be arranged for participants on a project-wide basis. These meetings would be the basis for an information exchange between the various site personnel and the central office. In this manner, common answers can be sought for similar problems, some pitfalls encountered at one site can be avoided at another, and all participants will share a sense of purpose through mutual participation in an important project.

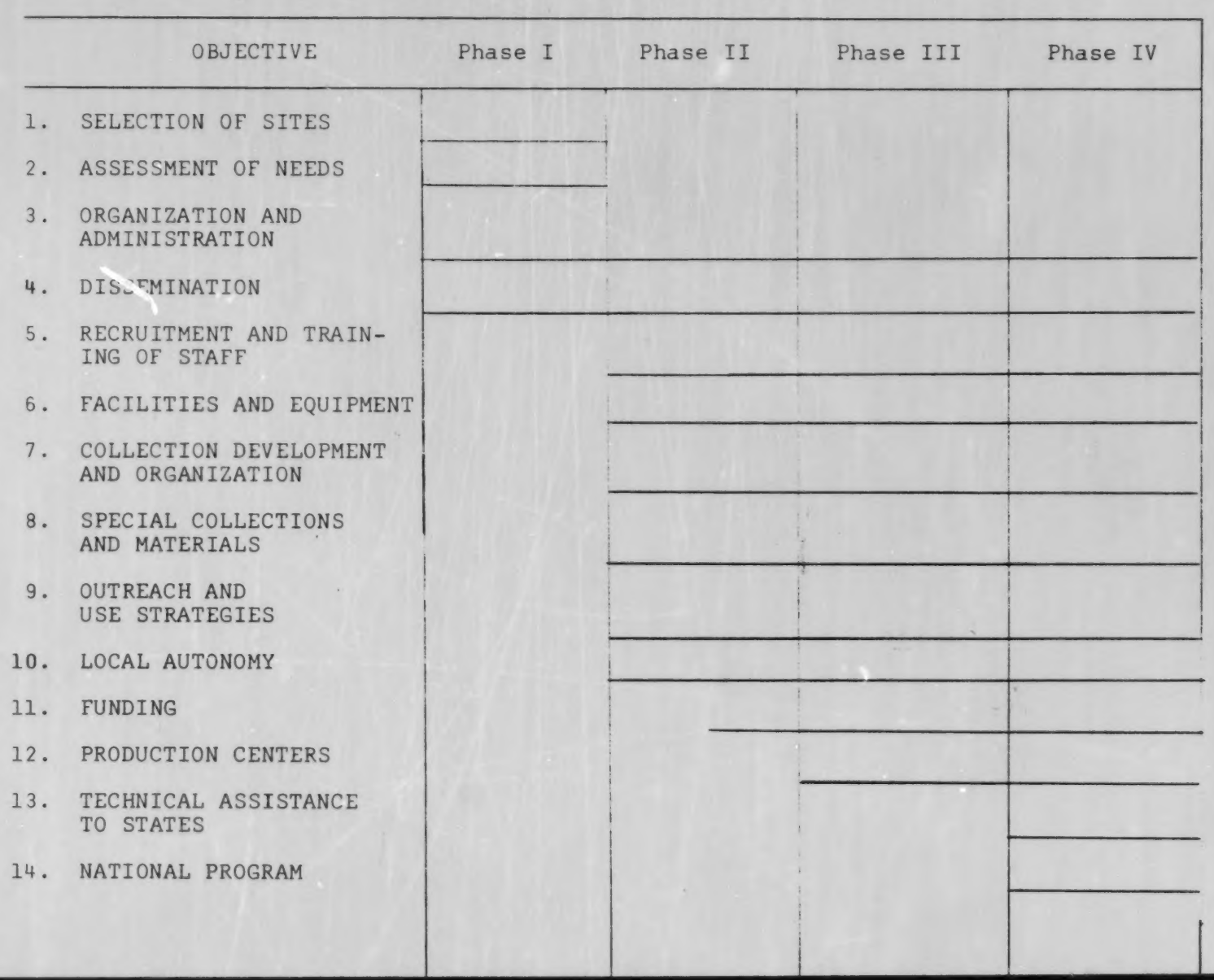
It is also recommended that technical assistance be subcontracted for locally in order to minimize ineffective travel time and facilitate communication in future projects of this nature. The remoteness of the NIEA central office has contributed

to a lack of communication and a feeling of isolation on the part of some sites. On site professionals can be readily available to answer questions arising at the local level. This would also help to reduce the stigma of appearing incompetent by local site personnel---a factor contributing to their lack of willingness to contact the central office when problems arise. We realize that this recommendation is not in keeping with the mandate to provide maximum American Indian participation. In some cases, it will be necessary to contract with non-Indian professionals. We do feel, however, that immediate competent assistance is vital to gaining acceptance, skill and confidence at the local level. Later, when the program is further established, trained native professionals can assume this support service.

Finally, we recommend that the library project be replicated in other locales. The present project has contributed much to the body of knowledge about assessing community needs, structuring programs for community input, implementation activities, as well as operational problems and mistakes. Replication in other locales would promote the continuing development of American Indian library service, further refine the models developed in this project and would increase their generalizability, not only for library-information services, but for community development activities in American Indian areas.

TIME LINE

NIEA LIBRARY PROJECT OBJECTIVES



ASSESSMENT OF INFORMATION NEEDS

ROUGH ROCK SITE

NEED	PRIMARY STUDENTS / Rank Order	PRIMARY STUDENTS / Average Weighted Response	PRIMARY TEACHERS / Rank Order	PRIMARY TEACHERS / Average Weighted Response	SECONDARY STUDENTS / Rank Order	SECONDARY STUDENTS / Average Weighted Response	SECONDARY TEACHERS / Rank Order	SECONDARY TEACHERS / Average Weighted Response	ADULTS / Rank Order	ADULTS / Average Weighted Response
Legal and Civil Rights	NA	NA	8	3.242	1	4.19	1	4.51	1	4.977
American Indian Culture	6	2.494	2	4.542	2	4.15	3	4.35	2	4.267
Service Agencies	NA	NA	9	3.170	5	4.10	4	4.18	3	4.253
Occupational & Vocational	NA	NA	7	3.457	6	4.06	2	4.51	4	4.250
General Education	1	2.705	NA	NA	3	4.13	NA	NA	5	4.077
Family Life	8	2.308	4	4.142	8	4.04	10	3.85	6	4.005
Health & Safety	7	2.400	3	4.181	10	3.86	8	4.06	7	3.953
Contemporary Events	5	2.589	6	3.525	9	3.91	6	4.09	8	3.932
Consumer Information	2	2.636	10	3.000	7	4.06	9	4.05	9	3.887
American Indians In Urban Society	3	2.614	11	2.932	4	4.10	5	4.17	10	3.757
Recreational	4	2.607	5	4.085	11	3.86	11	3.85	11	3.611
Academic Discipline	NA	NA	1	4.631	NA	NA	7	4.06	NA	NA

APPENDIX B.1

ASSESSMENT OF INFORMATION NEEDS

STANDING ROCK SITE

NEED	ELEMENTARY STUDENTS / Rank Order	Average Weighted Response	ELEMENTARY TEACHERS / Rank Order	Average Weighted Response	SECONDARY STUDENTS / Rank Order	Average Weighted Response	SECONDARY TEACHERS / Rank Order	Average Weighted Response	ADULTS / Rank Order	Aver. WTD. Resp.
Legal and Civil Rights	NA	NA	7	3.864	2	4.058	2	4.212	1	4.664
Occupational and Vocational	NA	NA	5	3.925	3	3.965	1	4.489	2	4.657
Health and Safety	4	2.711	2	4.350	1	4.065	12	3.089	3	4.648
Service Agencies	NA	NA	6	3.879	7	3.793	4	4.100	4	4.620
American Indian Culture	2	2.793	3	4.151	11	3.682	7	4.002	5	4.619
General Education	1	2.861	NA	NA	4	3.962	NA	NA	6	4.545
Indians in Urban Society	6	2.676	11	3.766	6	3.853	8	3.989	7	4.504
Consumer	7	2.636	9	3.814	10	3.725	5	4.060	8	4.488
Contemporary Events	5	2.681	10	3.772	8	3.739	11	3.803	9	4.449
Recreation	3	2.767	12	3.756	9	3.735	10	3.859	10	4.448
Family Life	8	2.534	8	3.835	5	3.859	3	4.183	11	4.442
Academic Discipline	NA	NA	1	4.390	NA	NA	6	4.007	NA	NA
Professional Needs	NA	NA	4	4.012	NA	NA	9	3.949	NA	NA

APPENDIX B.2

ASSESSMENT OF INFORMATION NEEDS

AKWESASNE SITE

NEEDS	ELEMENTARY STUDENTS / Rank Order	Average Weighted Response	ELEMENTARY TEACHERS / Rank Order	Average Weighted Response	SECONDARD STUDENTS / Rank Order	Average Weighted Response	SECONDARY TEACHERS / Rank Order	Average Weighted Response	ADULTS / Rank Order	Aver. Wtd. Resp.
Health & Safety	1	2.917	1	4.024	5	3.852	4	4.208	1	4.278
Occupational and Vocational Info.	NA	NA	6	3.324	1	3.993	2	4.718	2	4.104
Service Agencies	NA	NA	NA	NA	6	3.782	6	4.000	3	4.100
Family Life	8	2.548	7	3.275	4	3.878	8	3.807	4	3.979
Consumer Info.	3	2.857	9	3.097	7	3.669	5	4.206	5	3.958
Legal and Civil Rights	NA	NA	3	3.448	2	3.896	7	3.824	6	3.949
American Indians in Urban Society	6	2.786	11	3.000	3	3.883	9	3.387	7	3.889
General Education	5	2.794	NA	NA	10	3.556	NA	NA	8	3.842
American Indian Culture	2	3.866	10	3.083	8	3.584	11	3.121	9	3.831
Recreation	4	2.821	5	3.379	9	3.580	NA	NA	10	3.714
Contemporary Events	7	2.752	8	3,263	11	3.473	3	4.375	11	3.673
Academic Discipline	NA	NA	2	3.899	NA	NA	1	4.865		
Professional Needs	NA	NA	4	3.384	NA	NA	12	3.000		

APPENDIX B.3

AN INVENTORY OF THE LIBRARY PLANT FACILITIES
ON THE STANDING ROCK SIOUX RESERVATION, 1972

Location	Total Library Square Footage	Audio-Visual Storage	Display Area	Card Catalog	Conf. Rooms	Indian Study Areas	Provides Community Service	Weekly Circulation Rate	Total Budget Last Year
Fort Yates Elementary	325	No	Yes	Yes	Yes	Yes	No	NA	420
Fort Yates Secondary	1,080	Yes	Yes	Yes	No	No	No	150	7000
McIntosh	812	Yes	Yes	Yes	No	No	No	534	7003
McLaughlin High School	2,522	Yes	Yes	Yes	No	No	No	NA	22,334
McLaughlin Public Library	299	No	Yes	No	No	No	Yes Crafts	NA	200
Solen	553	Yes	Yes	Yes	No	No	No	NA	12,481
Wakpala	770	Yes	Yes	Yes	No	No	No	210	4,420
Sioux County Library and Bookmobile	640	No	No	Yes	Yes	Yes	Yes	NA	5,100

NA - Not Available

AN INVENTORY OF THE LIBRARY PRINTED AND RELATED MATERIALS
ON THE STANDING ROCK SIOUX RESERVATION

Location	Total Books	Indian Books	Total Films	Indian Films	Total Film-strips	Indian Film-strips	Total Tapes	Indian Tapes	Maga-zines	News-papers	Pamphlets Clippings
Fort Yates Elementary	2,948	30	0	0	180	0	0	0	4	3	0
Fort Yates Secondary	5,369	345	28	0	500	40	62	48	40	10	3
McIntosh	3,900	100	0	0	120	0	0	0	51	3	0
McLaughlin High School	5,236	34	0	0	938	10	243	10	31	4	file
McLaughlin Public Library	750	NA	0	0	0	0	0	0	3	1	0
Solen	1,696	63	0	0	100	0	0	0	9	1	4
Wakpala	3,988	50	13	0	195	0	0	0	28	4	4
Sioux County Library and Bookmobile	1,313	85	0	0	0	0	0	0	0	0	0

NA - Not Available

AN INVENTORY OF AUDIO-VISUAL EQUIPMENT IN THE LIBRARY FACILITIES ON THE STANDING ROCK SIOUX RESERVATION

Location	16 MM Pro-jectors	Film Strip Pro-jectors	10 x 10 Overhead Pro-jectors	Opaque Pro-jectors	Record Players	Audio Tape Recorders	Listen-ing Stations	Copying Machines	Dupli-cating Machines	Film Strip Viewers
Fort Yates Elementary	3	3	4	1	1 each classroom	2	0	0	0	1 - also 1 each classroom
Fort Yates Secondary	AV Dept. 5	AV Dept. 4	AV Dept. 9	AV Dept. 1	AV Dept. 8	1	1 8 stations	1	0	1
McIntosh	2	10	13	2	9	4	0	3	2	0
McLaughlin High School	2	5	14	1	12	24	9	1	3	11
McLaughlin Public Library	0	0	0	0	0	0	0	0	0	0
Solen	2	2	0	0	3	1	0	0	0	0
Wakpala	1	4	4	1	5	4	1	0	1	2
Sioux County Library and Bookmobile	0	0	0	0	0	0	0	0	0	0

AN INVENTORY OF STAFFING IN THE LIBRARY FACILITIES
ON THE STANDING ROCK RESERVATION

Location	Governing Agency	No. of Staff Positions	Title of Staff Positions	Extent of Staff Training	Ethnic Background of Staff	Weekly Average Hours Staff Works	Daily Hours Staff Works	Monthly Hours Staff Works	Additional Assistance in Staffing	Source of Funds
Fort Yates Elementary	Public School Dist. #	1	NYC Training	None	Indian	40	8	160	None	District BIA
Fort Yates Secondary	Public School Dist. #	1	Librarian	Library Minor	Caucasian	40	8	160	None	District BIA
McIntosh	Dist. #1	1/2	Librarian	21 hours	Caucasian	20	4	80	None	Local State
McLaughlin High School	Dist. #21	1	Librarian	B. S.	Caucasian	40	8	160	None	Local State
McLaughlin Public Library	City Council	Part Time	Librarian	None	Caucasian	15	5	45	None	City Taxes
Solen	Dist. #3	1	English Teacher	None	Caucasian	(Teacher)5 (Aide) 35	8	160	1 Aide	Dist. #3
Wakpala	Smee #4	1/2	Librarian	11 hours	Caucasian	20	4	80	1 NYC Aide	Local State
Sioux Co. Library and Bookmobile	Sioux Co. Library Board	1 1	Bookmobile Driver	Some	Caucasian and Indian	8	4	32	Volunteers	Sioux County

APPENDIX C.4

DEVELOPMENT OF FACILITIES AND EQUIPMENT

ROUGH ROCK SITE

The following table indicates facilities and equipment development for the Rough Rock Library. For comparison purposes, ALA Standards for Small Public Libraries are indicated where applicable.

1. Facilities

Item	Phase I	Phase IV	ALA Standard
Heating System	Steam	Steam	Forced air or hot water
Ventilation System	None	None	N/A
Lighting System	Electrical, fluorescent	Electrical, fluorescent	70 ft. candles at reading surface
Total Square Footage	1734 sq.ft.	2451 sq.ft.	2000 sq.ft.
Small Group Rooms	Two: 120 sq. ft. and 180 sq.ft.	One: 120 sq.ft.	N/A
Storage Area	144 sq.ft.	144 sq.ft.	N/A
Office Area	180 sq.ft.	180 sq.ft.	300 sq.ft.
Media Production Area	375 sq.ft.	375 sq.ft.	N.A
Book Storage Area	1632 sq.ft.	1632 sq.ft.	
Direct access to toilet facilities	No	No	Yes

2. Equipment

Item	Phase I	Phase IV	ALA Standard
Reading Stations	N/A	28	16
Shelving (linear ft.)	414	894	1300 plus 1 ft. for every 8 books over 10,000
Card catalog	15 drawer	15 drawer	"Appropriate catalogs should be provided."
Circulation Desk	Yes	Yes	N/A
Office Desks	None	1	N/A
Storage Equipment	1 file cabinet	1 file cabinet	N/A
16 mm. projectors	3	6	N/A
8 mm. projectors	0	2	N/A
2 x 2 slide projectors	3	3	N/A
Filmstrip projectors	3	3	N/A
Sound-filmstrip projectors	3	2	N/A
Overhead projectors	3	4	N/A
Opaque projectors	1	1	N/A
Filmstrip viewers	3	3	N/A
Slide viewers	2	2	N/A
TV receivers	5	3	N/A

Equipment (continued)

Item	Phase I	Phase IV	ALA Standard
Micro-projectors	0	0	N/A
Cameras	0	1	N/A
Record Players	10	10	N/A
Audiotape recorders	3	11	N/A
Listening stations	0	6	N/A
Projection screens	2	4	N/A
Videotape recorders	3	4	N/A
Videotape cameras	1	3	N/A
Typewriters	1	1	N/A

DEVELOPMENT OF FACILITIES AND EQUIPMENT

STANDING ROCK SITES

The following table indicates facilities and equipment development for the Standing Rock Tribal Library. For comparison purposes, ALA Standards for Small Public Libraries are indicated where applicable.

1. Facilities - Fort Yates

Item	Phase I	Phase IV	ALA Standard
Heating System	NOT IN OPERATION	Forced air	Forced air or hot water
Ventilation System		Central air	N/A
Lighting System		Electrical, Fluorescent	Electrical, 70 foot candles
Total Square Footage		1952 sq.ft.	2500 sq.ft.
Small Group Rooms		None	N/A
Storage Area		171 sq.ft.	N/A
Office Area		161 sq.ft.	300 sq.ft.
Media Production Area		None	N/A
Book Storage Area		750 sq.ft.	1000 sq.ft.
Direct access to toilet facilities		Yes	Yes

2. Equipment - Fort Yates

Item	Phase I	Phase IV	ALA Standard
Reading Stations	NOT IN OPERATION	39	16
Shelving (linear ft.)		1092	1300 plus 1 ft. for every 8 books over 10,000
Card catalog		1 - 15 drawer	"Appropriate catalogs provided."
Circulation Desk		Yes	N/A
Office Desks		2	N/A
Storage Equipment		Shelving in storage room	N/A
16 mm. projectors		0	N/A
8 mm. projectors		0	N/A
2 x 2 slide projectors		0	N/A
Filmstrip projectors		0	N/A
Sound-filmstrip projectors		0	N/A
Overhead projectors		0	N/A
Opaque projectors		0	N/A
Filmstrip viewers		0	N/A
Slide viewers		0	N/A
TV receivers		0	N/A

Equipment (continued) - Fort Yates

Item	Phase I	Phase IV	ALA Standard
Micro-projectors		0	N/A
Cameras	NOT	0	N/A
Record Players		0	N/A
Audiotape recorders	IN	1	N/A
Listening stations	OPE	0	N/A
Projection screens	RATI	0	N/A
Videotape recorders	ON	0	N/A
Videotape cameras		0	N/A
Typewriters		2	N/A

1. Facilities - Cannonball

Item	Phase I	Phase IV	ALA Standard
Heating System	NOT IN OPERATION	forced air	forced air or hot water
Ventilation System		windows	N/A
Lighting System		fluorescent	70 ft. candles at reading surface
Total Square Footage		629 sq.ft.	2000 sq.ft.
Small Group Rooms		None	N/A
Storage Area		Yes	N/A
Office Area		120 sq.ft.	300 sq.ft.
Media Production Area		Yes	N/A
Book Storage Area		400 sq.ft.	"Space must be provided for storage of local history materials."
Direct access to toilet facilities		Yes	Yes

2. Equipment

Item	Phase I	Phase IV	ALA Standard
Reading Stations		12	16
Shelving (linear ft.)	NOT IN OPERATION	612	1300 linear ft.
Card catalog		8 drawer	"Appropriate catalog provided."
Circulation Desk		Yes	N/A
Office Desks		1	N/A
Storage Equipment		2 vert. files 1 storage	N/A
16 mm. projectors		2	N/A
8 mm. projectors		1	N/A
2 x 2 slide projectors		0	N/A
Filmstrip projectors		1	N/A
Sound-filmstrip projectors		2	N/A
Overhead projectors		2	N/A
Opaque projectors		0	N/A
Filmstrip viewers		3	N/A
Slide viewers		0	N/A
TV receivers		0	N/A

Equipment (continued) - Cannonball

Item	Phase I	Phase IV	ALA Standard
Micro-projectors	NOT IN OPERATION	0	N/A
Cameras		0	N/A
Record Players		1	N/A
Audiotape recorders		6	N/A
Listening stations		3	N/A
Projection screens		1	N/A
Videotape recorders		0	N/A
Videotape cameras		0	N/A
Typewriters		1	N/A

1. Facilities - Little Eagle

Item	Phase I	Phase IV	ALA Standard
Heating System	NOT IN OPERATION	Steam	Forced air or hot water
Ventilation System		Windows	N/A
Lighting System		Fluorescent	70 Ft. Candles at reading surface
Total Square Footage		264 sq.ft.	2000 sq.ft.
Small Group Rooms		None	N/A
Storage Area		None	N/A
Office Area		40 sq.ft.	300 sq.ft.
Media Production Area		None	N/A
Book Storage Area		110 sq.ft.	"Space must be provided for storage of local history materials"
Direct access to toilet facilities		No	Yes

2. Equipment - Little Eagle

Item	Phase I	Phase IV	ALA Standard
Reading Stations	NOT IN OPERATION	8	16
Shelving (linear ft.)		180 ft.	1300 linear ft.
Card catalog		4 drawer	"Appropriate catalog provided"
Circulation Desk		None	N/A
Office Desks		1	N/A
Storage Equipment		None	N/A
16 mm. projectors		0	N/A
8 mm. projectors		0	N/A
2 x 2 slide projectors		0	N/A
Filmstrip projectors		0	N/A
Sound-filmstrip projectors		0	N/A
Overhead projectors		0	N/A
Opaque projectors		0	N/A
Filmstrip viewers		0	N/A
Slide viewers		0	N/A
TV receivers		0	N/A

Equipment (continued) - Little Eagle

Item	Phase I	Phase IV	ALA Standard
Micro-projectors	NOT IN OPERATION	0	N/A
Cameras		0	N/A
Record Players		0	N/A
Audiotape recorders		0	N/A
Listening stations		0	N/A
Projection screens		0	N/A
Videotape recorders		1	N/A
Videotape cameras		1	N/A
Typewriters		1	N/A

1. Facilities - Bullhead

Item	Phase I	Phase IV	ALA Standard
Heating System	NOT IN OPERATION	Steam	Forced air or hot water
Ventilation System		None	N/A
Lighting System		Fluorescent	70 ft. candles at reading surface
Total Square Footage		350 sq.ft.	2000 sq.ft.
Small Group Rooms		None	N/A
Storage Area		None	N/A
Office Area		40 sq.ft.	300 sq.ft.
Media Production Area		None	N/A
Book Storage Area		150 sq.ft.	"Space should be provided for storage of local history material."
Direct access to toilet facilities		No	Yes

2. Equipment

Item	Phase I	Phase IV	ALA Standard
Reading Stations	NOT IN OPERATION	16	16
Shelving (linear ft.)		206 ft.	1300 plus 1 ft. for every 8 books over 10,000
Card catalog		None	"Appropriate catalog provided."
Circulation Desk		None	N/A
Office Desks		1	N/A
Storage Equipment		None	N/A
16 mm. projectors		0	N/A
8 mm. projectors		0	N/A
2 x 2 slide projectors		0	N/A
Filmstrip projectors		0	N/A
Sound-filmstrip projectors		0	N/A
Overhead projectors		0	N/A
Opaque projectors		0	N/A
Filmstrip viewers		0	N/A
Slide viewers		0	N/A
TV receivers		0	N/A

Equipment (continued) - Bullhead

Item	Phase I	Phase IV	ALA Standard
Micro-projectors	NOT IN OPERATION	0	N/A
Cameras		0	N/A
Record Players		0	N/A
Audiotape recorders		0	N/A
Listening stations		0	N/A
Projection screens		0	N/A
Videotape recorders		0	N/A
Videotape cameras		0	N/A
Typewriters		1	N/A

DEVELOPMENT OF FACILITIES AND EQUIPMENT

AKWESASNE SITE

The following table indicates facilities and equipment development for the Akwesasne Library. For comparison purposes, ALA Standards for Small Public Libraries are indicated where applicable.

1. Facilities

Item	Phase I	Phase IV	ALA Standard
Heating System	Forced air-Oil furnace	Same	Forced air or hot water
Ventilation System	None	Air Cond.	Not Specified
Lighting System	Electrical, Fluorescent	Electrical, Fluorescent	Electrical, 70 foot candles
Total Square Footage	3,200 sq.ft.	2,870 sq.ft.	2,500 sq.ft.
Small Group Rooms	2 (temp.)	1	Not specified
Storage Area	None	None	Not specified
Office Area	None	550 sq.ft.	300 sq.ft.
Media Production Area	None	None	Not specified
Book Storage Area	1,520 sq.ft.	1,165 sq.ft.	1,000 sq.ft.
Direct access to toilet facilities	No	No	Yes

2. Equipment - Akwesasne

Item	Phase I	Phase IV	ALA Standard
Reading Stations	28	35	16
Shelving (linear ft.)	700	1054	1300
Card catalog	1-12 drawer	1-30 drawer 1-12 drawer	Yes
Circulation Desk	1	1	N.S.
Office Desks	1	3	N.S.
Storage Equipment	1 file cabinet	3 file cabinets, 2 stor. cab. AV storage	N.S.
16 mm. projectors	0	1	N.S.
8 mm. projectors	0	0	N.S.
2 x 2 slide projectors	0	1	N.S.
Filmstrip projectors	0	1	N.S.
Sound-filmstrip projectors	0	0	N.S.
Overhead projectors	0	1	N.S.
Opaque projectors	0	0	N.S.
Filmstrip viewers	0	7	N.S.
Slide viewers	0	0	N.S.
TV receivers	0	0	N.S.

Equipment (continued)

Item	Phase I	Phase IV	ALA Standard
Micro-projectors	0	0	N.S.
Cameras	0	2	N.S.
Record Players	0	4	N.S.
Audiotape recorders	0	4	N.S.
Listening stations	0	12	N.S.
Projection screens	0	2	N.S.
Videotape recorders	0	0	N.S.
Videotape cameras	0	0	N.S.
Typewriters	2	1	N.S.

ROUGH ROCK
LIBRARY INVENTORY

I. Physical Plant Facilities

A. Date of construction - 1966

B. Construction - concrete block and brick

C. Heating system - steam heat

D. Ventilation system - none, open air

E. Lighting system - electrical fluorescent tubular

F. Card catalogues - three 24" x 12" files

G. Total library space - 1,734 square feet

H. Small group rooms - two, 120 and 180 square feet

I. Individual learning areas - 156 square feet

J. Equipment and storage areas - 144 square feet

K. Administrative area - 180 square feet

L. Media production area - 375 square feet

M. Conference room - 54 square feet

N. Dark rooms - 300 square feet

O. Book display areas - 323 square feet

II. Staffing

A. Governing agency - Dine' Incorporated

B. Staff positiors -

C. Level of training - High school diplomas

D. Ethnic background - All Navajo employees

E. Staff average age - 20 years

F. Average weekly hrs. of work - 40 hours

III. Service

A. Access to library in days - 5 days a week

B. Access to library in hours/day - 8 hours

C. Population served - 400 students, 100 adults

D. Percentage of use by elementary grades K-5 - 30%

E. Percentage of use by secondary grades 6-10 - 55%

F. Percentage of use by young adults ages 18-20 - 8%

G. Percentage of use by middle aged adults 31-50 - 6%

H. Percentage of use by elderly adults over 50 - 1%

I. Circulation rate last year - unknown

J. Services provided to community - Adult Basic Education

K. Services provided to special groups - 4-H, teachers

L. Services rendered to elementary pupils - special events, plays, drama, movies, slides and filmstrips, story telling, record listening, tutorial services, basic exploratory research

M. Services rendered to junior and senior high students - similar to elementary but including Navajo curriculum consultants, forum speakers

IV. Print Materials

A. Total number of titles - estimated at 2,000

B. Number of books on American Indians - estimated at 500

C. Nonfiction books on American Indians - estimated at 100

D. Fiction books on American Indians - estimated at 400

E. Number of books by American Indian authors - estimated at 25

F. Number of books on the Navajo language - 3

G. Number of emcyclopedias - 6 sets

H. Number of dictionaries - 12

I. Reader's guides - 9

J. Almanacs - 4

K. Atlases - 2

L. Maps - 10

M. Globes - 2

N. Art prints - 20

O. Pictures - 8

P. Magazine titles - 10

Q. Newspaper titles - 4

R. Pamphlets - 5

S. Periodicals and journals - 7

V. Non-print materials

A. Filmstrips - 33 (none on American Indians)

B. Films - 1 (others available from Arizona State University and B.I.A.)

C. Tape recordings - 65 (30 on American Indians)

D. Video tapes - 61 (40 on American Indians)

VI. Equipment

A. 16 mm. projectors - 3

B. 8 mm. projectors - 0

C. 2 x 2 slide projectors - 3

D. Filmstrip projectors - 3

E. Sound filmstrip projectors - 3

F. 10 x 10 overhead projectors - 3

G. Opaque projector - 1

H. Filmstrip viewers - 3

I. 2 x 2 slide viewers - 2

J. TV receiver - 5

K. Micro projector - 0

L. Record players - 10

M. Audio tape recorders - 3

N. Listening stations - 3

O. Projection charts - 2

P. Projection screens - 2

Q. Closed circuit TV - 3

R. Radio receivers (AM-FM) - 0

S. Copy machines _ 5

T. Duplicating machines - 4

U. Micro-reader - 0

V. Micro-reader-printer - 0

W. Portable video tape equipment - 1

X. Typewriters - 3

DEVELOPMENT OF COLLECTIONS

Site	Phase I*	Phase II	Phase III	Phase IV
ROUGH ROCK -				
Books	2,000	N/A	5,500	
Mag. Titles	10	N/A	70	
Films, 16 mm.	1	N/A	0	
Filmstrips	33	N/A	60	
Videotapes	61	N/A	80 hours	
Records	0	N/A	35	
Audiotapes	0	N/A	130	
STANDING ROCK -				
FORT YATES				
Books	0	1,677	4,500	
Mag. Titles	0	94	91	
Films, 16 mm.	0	0	0	
Filmstrips	0	0	0	
Audiotapes	0	0	27	
Records	0	0	9	
CANNONBALL				
Books	0	2,374	4,000	
Mag. Titles	0	70	73	
Films, 16 mm.	0	0	0	
Filmstrips	0	66	70	
Audiotapes	0	25	25	
Records	0	11	11	

* existing prior to NIEA involvement

DEVELOPMENT OF COLLECTIONS (continued)

Site	Phase I*	Phase II	Phase III	Phase IV
STANDING ROCK -				
BULLHEAD				
Books	0	N/A	3,608	
Mag. Titles	0	N/A	81	
Films, 16 mm.	0	N/A	0	
Filmstrips	0	N/A	0	
Audiotapes	0	N/A	0	
Records	0	N/A	0	
LITTLE EAGLE				
Books	0		4,711	
Mag. Titles	0		76	
Films, 16 mm.	0		0	
Filmstrips	0		0	
Videotapes	0	31	63	
Records	0		0	
AKWESASNE				
Books	6,493	11,592	12,039	
Mag. Titles	10	59	88	
Films, 16 mm.	0	0	5	
Filmstrips	0	19	98	
Audiotapes	0	39	92	
Records	1	0	25	

* existing prior to NIEA involvement

A Joint Statement of:
National Indian Education Association
and American Library Association

APPENDIX F.1

In order to meet informational needs of American Indians and to purvey and promote the rich cultural heritage of American Indians, the following goals are presented as guidelines for programs of library and information service serving American Indians.

Goal - All library and information service must show sensitivity to cultural and social components existent in individual Indian communities.

All forms of library service will require the application of bilingual and bi-cultural principles to insure success.

Goal - Indian representation, through appointment to local boards and creation of local advisory committees concerning service to and about American Indians, is essential for healthy, viable programs.

Goals should have input from those persons it attempts to serve; thus insuring programs and materials which will truly meet informational and other needs.

Goal - Materials which meet informational and educational needs and which present a bi-cultural view of history and culture, must be provided in appropriate formats, quality, and quantity to meet current and future needs.

The library should produce its own materials, if they are not available, in a language or format used by most of the community.

Goal - Library programs, outreach, and delivery systems must be created which will insure rapid access to information in a manner compatible with the community's cultural mileau.

Library programs in Indian communities must take into account that local community's cultural life style.

Goal - American Indian personnel trained for positions of respon-

sibility are essential to the success of any program.

Recruitment and training programs must be devised and implemented.

Goal - Continuing funding sources for library and information service must be developed.

Library service, as a function of education, is a treaty right of American Indians.

"Current Collection in Relation to Expressed Informational Need"

Akwesasne - Standing Rock - Rough Rock

Product

1. Akwesasne

   a. Description of collection as a function of subject and comparison with expressed needs.

Subject	Collection Size	Adult Priority	Secondary Priority	Elementary Priority
Health and Safety	70	1	5	1
Occupational & Vocational Information	38	2	1	NA
Service Agencies	101	3	6	NA
Family Life	80	4	4	8
Consumer Information	237	5	7	3
Legal and Civil Rights	23	6	2	NA
American Indians in Urban Society	2	7	3	6
General Education	4784	8	10	5
American Indian Culture	982	9	8	2
Recreation	142	10	9	4
Contemporary Events	110	11	11	7
Other	4473	NA	NA	NA

b. Comment by evaluators

Is some information unavailable commercially?

Users with special needs effect physical format.

Role of Project Staff, Site Staff, Site Board.

Adequacy of funding. How is material organized?

2. Standing Rock

a. Description of collection as a function of subject and comparison with expressed needs.

Subject	Collection Size	Adult Priority	Secondary Priority	Elementary Priority
Legal and Civil Rights	137	1	2	NA
Occupational & Vocational	265	2	3	NA
Health and Safety	304	3	1	4
Service Agencies	168	4	7	NA
American Indian Culture	874	5	11	2
General Educ.	4982	6	4	1
Indians in Urban Society	14	7	6	6
Consumer	107	8	10	7
Contemporary Events	81	9	8	5
Recreation	116	10	9	3
Family Life	65	11	5	8
Other	7081	NA	NA	NA

b. Comment by evaluators

Is some information unavailable commercially?

Users with special needs effect physical format.

Role of Project Staff, Site Staff, Site Board.

Adequacy of funding. How is material organized?

3. Rough Rock

a. Description of collection as a function of subject and comparison with expressed needs.

Subject	Collection Size	Adult Priority	Secondary Priority	Elementary Priority
Legal and Civil Rights	23	1	1	NA
American Indian Culture	1093	2	2	6
Service Agencies	32	3	5	NA
Occupational and Vocational	87	4	6	NA
General Education	3076	5	3	1
Family Life	30	6	8	8
Health & Safety	82	7	10	7
Contemporary Events	60	8	9	5
Consumer Information	25	9	7	2
American Indians in Urban Society	2	10	4	3
Recreational	53	11	11	4
Other	2277	NA	NA	NA

Current Use in Relation to Expressed Informational Need

Akwesasne - Standing Rock - Rough Rock

Product

1. Akwesasne

a. Describe use as a function of assessed information needs in the circulation of materials.

(Results of a survey conducted January-April 1975)

	Adult Use	Adult Priority	Secondary Use	Secondary Priority	Primary Use	Primary Priority
Health & Safety	16	1	3	5	0	1
Occupational & Vocational Information	17	2	15	1	NA	NA
Service Agencies	1	3	6	6	NA	NA
Family Life	0	4	0	4	0	8
Consumer Information	95	5	71	7	11	3
Legal & Civil Rights	0	6	0	2	NA	NA
American Indians in Urban Society	10	7	7	3	2	6
General Education	408	8	382	10	86	5
American Indian Culture	161	9	132	8	5	2
Recreation	140	10	136	9	8	4
Contemporary Events	0	11	4	11	0	7
Other (fiction)	1025	NA	816	NA	352	NA

2. Standing Rock

	Adult Use	Adult Priority	Secondary Use	Secondary Priority	Primary Use	Primary Priority
Health & Safety	26	3	11	1	8	4
Occupational & Vocational Information	23	2	5	3	NA	NA
Service Agencies	10	4	0	7	NA	NA
Family Life	81	11	10	5	5	8
Consumer Information	81	8	0	10	0	7
Legal & Civil Rights	37	1	4	2	NA	NA
American Indians in Urban Society	89	7	17	6	2	6
General Education	454	6	121	4	769	1
American Indian Culture	420	5	72	11	393	2
Recreation	402	10	120	9	202	3
Contemporary Events	1195	9	32	8	272	5
Other (fiction)	236	NA	180	NA	2326	NA

3. Rough Rock

	Adult Use	Adult Priority	Secondary Use	Secondary Priority	Primary Use	Primary Priority
Health & Safety	3	7	0	10	0	7
Occupational & Vocational Information	0	4	0	6	NA	NA
Service Agencies	0	3	0	5	NA	NA
Family Life	0	6	0	8	0	8
Consumer Information	22	9	0	7	0	2
Legal & Civil Rights	0	1	0	1	NA	NA
American Indians in Urban Society	46	10	25	4	17	3
General Education	0	5	196	3	270	1
American Indian Culture	38	2	64	2	116	6
Recreation	48	11	154	11	116	4
Contemporary Events	0	8	20	9	25	5
Other	97	NA	100	NA	90	NA